

Wee Ones

4 St. Ann's Crescent, LONDON, SW18 2LR

Inspection date	20/11/2012
Previous inspection date	19/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The management team shows an enduring commitment to continuous improvement through effective self-evaluation, planning and monitoring. As a result, the provision is organised well and staff are supported and inspired to carry out their roles and responsibilities with the children.
- The overall education programme is stimulating and well planned. It effectively meets the broad age range of children attending. Staff thoughtfully adapt the programme to meet the developmental needs of children in the different rooms.
- Inclusive practice is given priority and planning for children's individual needs is implemented well. This results in a good level of participation and progress made by all children.
- Activities to support and involve parents are plentiful. Management and staff demonstrate a commitment to investing time and ideas for activities that can bring parents and carers together and enhance community life.

It is not yet outstanding because

- Systems to ensure that babies and new children form strong attachments with another staff member when their key person is not present are not yet fully in place.
- Children do not have many opportunities to find out about their locality by going on trips to see the natural objects around them and visit outdoor facilities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a range of children and activities in different rooms.
- The inspector held meetings with senior management and designated people.
- The inspector talked to parents.
- The inspector viewed documentation.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Denise Aitken

Full Report

Information about the setting

Wee Ones registered in 2008. It is privately owned and managed. The nursery is situated in a Victorian house in a residential area within the London Borough of Wandsworth. Children have access to base rooms located over four floors. There is a garden for outdoor play.

The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The nursery is registered on both the compulsory part of the Childcare Register and the Early

Years Register. There are currently 87 children aged from nine months to five years on roll who attend on a full- or part-time basis. The nursery supports children who speak English as an additional language and children with special education needs and/or disabilities.

There are 25 staff working with children, of whom one holds qualified teacher status and 19 hold relevant childcare qualifications ranging from a Montessori Diploma to an early years foundation degree. The nursery follows the Montessori educational philosophy.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a second key person for children so that there is a special person who knows them well in their key person's absence to enhance their well-being further
- enhance the outdoor provision through the use of local trips.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere in the nursery rooms is calm and children and staff alike pursue purposeful activity. The educational programme is stimulating and is thoughtfully designed to meet the broad age range of children attending the nursery. The use of the Montessori method and equipment provide a breadth of learning activity in all seven areas of learning in the Early Years Foundation Stage. Children develop their physical skills in the practical life areas as they pour dried beans between jugs and learn to use small tools to pick up tiny items. Equipment which enables children to explore size and a broad range of shapes is available and helps to develop mathematical language and skills. Literacy skills are developed as children use alphabet shapes to recognise and spell out the letters of their name. Older children can write their name on their pictures and take pride in the activity of writing for a purpose. These positive experiences for the older children helps prepare them for the next step onto school.

There are art areas for children to select and use materials and CDs available for children to develop an appreciation of music. In addition to the use of the Montessori method, the educational programme includes theme-based work. This supports children in developing their knowledge and understanding of the world. Children have read books and made

displays about cultural festivals depicting the story, using a range of creative resources. There are spaces and equipment in each room for children to play imaginatively. The outside area is small in relation to the building. However, the good organisation of routines ensures that all children have the opportunity to go outside and use the variety of equipment on offer for the different age ranges. The nursery do not make full use of the locality and take children on trips to nature areas and other outdoor facilities where they can experience natural resources. For children staying all day there is a programme of sports activities run by a specialist and all children get involved in playing football and games.

The staff have a secure knowledge and understanding of how to promote learning and development of young children. They do this by adapting their philosophical approach to the different age range of children. For example, the Montessori central principal of children being active in their learning is evident in every room. Children select their activities and choose to work alone, with other children, or with adults. The age appropriateness of the activities means that children learn to be independent and achieve their goals. In the baby room, staff arrange the environment skilfully so that children have full access to equipment by wriggling, crawling or toddling to each area of the room. Babies have the opportunity to explore creative and sensory materials just like the older children and do so on the floor using their whole body.

Staff carry out observations on children as they play throughout the day and make assessments of their progress. This results in planned activities being set up for individual children in order for them to achieve their next learning goal. Overall, all children are making good progress from their starting points. Children are helped to explore their interests in ways that are stimulating to them. For example, they create superhero characters through writing and pictures and set up arctic play activities with snow and animals to help re-tell favourite stories. This way of planning activities is effective for all children and is particularly helpful for those who speak English as an additional language.

Children with special education needs are supported well in the nursery. The special educational needs coordinator has established effective links with outside agencies, such as speech and language support. This means that children in need of additional support are identified and extra resources are secured effectively. The nursery has been proactive in implementing the statutory two-year-old progress check.

The contribution of the early years provision to the well-being of children

Children move around their rooms confidently and show that they feel safe. In particular, babies display this confidence because staff remain close to them on the floor and are always available to give cuddles and reassurance. Throughout the nursery rooms the atmosphere is calm and staff are good role models for the children. They use gentle voices and communicate respectfully with the children and each other.

During the day, staff remain vigilant in ensuring that the environment is safe. There are daily health and safety checks and informal risk assessments carried out and acted upon by all staff. The rooms are well organised, tidy and clean. Staff have an excellent understanding of their roles and responsibilities in ensuring the smooth running of the daily routine. Staff adhere to good hygiene practices and children are well supported in becoming independent in managing their personal needs.

Children make a number of transitions to different rooms as they get older and these are sensitively managed by the key people. When children move to a new room they visit with their key person on a number of occasions. Parents are also invited to the nursery to meet their new key person. Similarly, children moving to school have the support of their key person who will escort them on a visit. These arrangements support children's personal, social and emotional development because they begin to build confidence in managing change. Babies have a key person who supports them through their transition into the nursery and to whom they form a strong attachment. In addition, the team leader takes a role in getting to know all children in the room. However, babies do not have a second key person to support them in the absence of their main key person to ensure they remain emotionally secure.

The effectiveness of the leadership and management of the early years provision

Leadership and management are strong and effective in ensuring that all staff understand their roles and responsibilities. Staff are supported through regular supervision, team meetings and annual appraisals in which every day issues and plans for the development of the nursery are discussed. Specific staff members monitor the safeguarding of children, the health and safety of the nursery, behaviour management and the special educational needs of children. In addition, their roles and responsibilities are communicated excellently throughout the nursery, to staff and parents. The management has a full understanding of its role and responsibility to keep children safe and adhere to good recruitment and selection procedures. All staff hold paediatric first aid certificates. They have regular evacuation practices and the entry and exit system for children is secure and well monitored. These measures are improvements made as a result of the previous inspection.

The management monitors the education programme and children's progress. It does this through staff meetings to ensure that assessments and reports to parents are accurate and reliable. The management team shows an enduring commitment to continuous improvement through effective self-evaluation. This takes the form of a survey that includes parents and carers. These arrangements provide the management team with feedback on the service delivered and ideas for improvement. A recent survey resulted in a change to the staff dress code which parents said helped them to identify staff around the nursery. As a result of the self-evaluation, a detailed development plan is in place which drives the improvement of the nursery.

Working in partnership with parents is given high priority. There are many systems in place to communicate with parents and get them involved in contributing to their children's assessment and progress. They are encouraged to become involved in the cultural life of the nursery. Parents are invited to formal parents' evenings with their key person, social events, sports day, to share their skills and to a recent children's art exhibition. Parents say what they like especially about the nursery is the availability of staff. They appreciate their ability to make them and their child feel special and the delight that their children want to come to nursery every morning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY364321
Local authority	Wandsworth
Inspection number	815499
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	87
Name of provider	Wee Ones Limited
Date of previous inspection	19/11/2008
Telephone number	07919 050229

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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